



Subject: English

Lead Teacher: Ms Lord

Year: 9

Curriculum organisation

Students are taught in mixed groups of 30 for four hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> Romeo and Juliet by William Shakespeare. [AUT1] Short Stories: Diverse Literary Shorts (English and Media Centre) [AUT2] 	<ul style="list-style-type: none"> How does Shakespeare use language and dramatic devices for effect? How does Shakespeare explore the themes of conflict and love in the play? What are the conventions of short form storytelling and how do writers use these? How do writers explore the concepts of equality, diversity and plurality? 	<ul style="list-style-type: none"> Dramatic terminology and literary terminology: e.g. antithesis. <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology.</i></p>	<ul style="list-style-type: none"> Inference and deduction Literary analysis Analysis of drama texts Understanding of the conventions of short form storytelling. 	<ul style="list-style-type: none"> Whole class discussion Pair and group work Written activities Reading activities Watching short video clips Research tasks Individual presentation to the class
Spring Term	<ul style="list-style-type: none"> Narrative and Descriptive Writing (English Language Paper 1) [SP1] Explorations in Creative Reading (English Language Paper 1) [SP2] 	<ul style="list-style-type: none"> How can we use literary devices in both a subtle and sophisticated way? How do writers use language for impact in their work? How do writers use structure to engage their readers? How do we explore literary texts from an evaluative standpoint? 	<ul style="list-style-type: none"> Analytical and literary terminology. Structural terminology e.g shift, switch. Evaluative terminology and construction of lines of argument. <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i></p>	<ul style="list-style-type: none"> Descriptive and narrative writing skills Inference and deduction Literary analysis Analysis of character and setting. 	
Summer Term	<ul style="list-style-type: none"> An Inspector Calls by J.B. Priestley (English Literature Paper 2) [SU1 and SU2] 	<ul style="list-style-type: none"> How does Priestley use the play as a vehicle for his own social and political views? How are the main characters portrayed? How does the context of the play illuminate our understanding? 	<ul style="list-style-type: none"> Literary and dramatic devices Key political and social concepts such as socialism and capitalism. <p><i>Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.</i></p>	<ul style="list-style-type: none"> Literary analysis. Using context to illuminate analysis of literary texts. Analysis of dramatic devices. Examination of characterisation. 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book • Any set texts (e.g. copies of novel or plays) that have been issued for the current unit of work. 	<ul style="list-style-type: none"> • End of sequence assessments (skills and knowledge) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities • Notes checks.

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • We always aim to organise theatre trips to see performances of the set texts whenever this is possible. In recent years, students have been to see performances of Macbeth (including at the Royal Shakespeare Company in Stratford-Upon-Avon) and An Inspector Calls. • The school currently has membership of the RSC and there is usually an annual optional evening trip to see a Shakespeare play. • The department/faculty currently run a number of extra-curricular activities including: the NGHSL Literary Society; GCSE Support Club; Debating; Drama Club. • As part of the annual house drama competition, students have the opportunity to participate in the preparation and performance of an original short play. 	<p>Encouraging students to consider the following:</p> <ul style="list-style-type: none"> • Re-reading all of the set literature texts to ensure a detailed and comprehensive knowledge of the plays, novella and poems. • Learning key quotations off by heart through knowledge retrieval practice. • Learning the content of the one-page guides off by heart, including sentence stems, through knowledge retrieval practice. • Planning responses to sample questions under timed conditions. • Re-reading model answers and using them when completing timed answers. • Completing timed answers. • Wider reading using resources listed and those that are on the O-Drive / MS Teams • Reading broadsheet newspaper articles. • Revisiting notes from throughout the course on skills; themes; ideas and characters. • Using good quality revision material in revision guides and online. <p>GCSE English Language Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</p> <p>GCSE English Literature Specification: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF</p>

Inclusion	Inclusion within Y9 English
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • We include diverse voices, perspectives and identities in our curriculum, including writers with/who had disabilities. • Within English, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter. • Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions. • All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all pupils (e.g. use of model examples and scaffolded sentence starters/essay frames). • Use of visual and audio cues to support processing of written text. • Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.

If you have any questions about this Learning Overview, please contact the named Teacher above.